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ABSTRACT

Transactional analysis can provide a scientific basis for modifying teacher behavior. Three ego states, parent, adult, and child, exist in all people at all times. It is the verbal and physical interplay among these states that can be observed in behavior patterns. The parent ego state asserts value judgments and classifies behavior as good or bad. The adult ego state is intelligent, organized, curious, and adaptable. The child ego state contains the impulses that come naturally to infants and is full of emotion. If social transaction is parallel (between people having equal ego states), it is complementary and can continue indefinitely. Crossed transactions, which occur between people having different ego states, are the source of communication problems. Ulterior transaction occurs when communication exists at both the overt and the covert levels. Teachers can relate to and teach students better by adopting an appropriate ego state at any given transaction. Analysis of teachers' responses to classroom situations shows the interaction between the teachers' and the students' ego states. Knowledge of transactional analysis would form a useful part of both preservice and inservice teacher education programs. (FG)

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TEACHER CLASSROOM BEHAVIOUR AND TRANSACTIONAL ANALYSIS

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INTRODUCTION

Many efforts have been made to identify teacher classroom behaviours (Buch, 1979) and their relationships to student achievement (Jangira 1973, Lulla 1974, Padma 1976, Rosenshine, 1971, Sharma 1972). Such efforts helped in classifying teacher behaviour as either desirable or undersirable. At a later stage a large number of experiments were conducted to design and test strategies of modification of teacher behaviour. Some of the well known efforts are supervision and feedback during student teaching, (Tiwari 1981), training of teachers in interaction analysis category system (FIACS, for example)(Roy 1970, Pangotra 1973, Vasistha 1976), tailor-made training programme for developing predesigned teacher behaviour (Padma 1976, Roy 1977, Sharma 1972) Microteaching (Das, Passi & Singh 1976, Mukhopadhyay, Kathuria & Delaney 1978, Singh, 1975), Competency-Based Teacher Education (Mukhopadhyay and Narsian 1978, Mukhopadhyay and Balagurusamy 1981, Mukhopadhyay 1981). Most of these approaches fix up a model (some kind of target behaviour !) either through description or through live or video modelling. The teacher imitate and drill with intermittent feedback, and thus develop the targetted behaviour.

These approaches have been found to be successful in developing certain behaviour patterns, rather quickly. The retention over a long period of time has been found to be a problem (Mukhopadhyay and Narsian, 1978), probably because these behaviours are learnt mechanically and without any sound base in one's own mind. These approaches primarily try to change the overt behaviour (change in covert behaviour assumed to be an automatic consequence !). Further, a teacher beyond his/her initial years, is continuously in search of a style rather than a set of discrete behaviours put together or with a

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loose form of integration. The assumptions underlying these rather mechanistic approaches ignore teachers in their unique identity. In some of the studies, a few psycho-social characteristics have been however taken care of (Quraishi 1973, Travers and others 1961, Riggness 1964). But even such experiments come nowhere near the need to take a more comprehensive view of teacher as a'person' and expose him to his own psychological make up and peculiarities so that he/she can decide to modify certain aspects of his/her behaviour. He/She can in such a case adjust the change to suit his/her unique personality. Further, it should thereby be possible to find a style of ones own. Transactional analysis provides such an approach. Huff (1978) analysed transactional analysis in the light of creativity and provided some important hints on teacher behaviour. In this paper we intend to examine the issue of teacher classroom behaviour from the view point of transactional analysis.

TRANSACTIONAL ANALYSIS

Many books have been published on transactional analysis propounded by Eric Berne (Berne 1961, 1964 &1978 Harris 1970, James and Jongeward 1971, etc.).Transactional analysis is based on the clinical studies and it tries to understand the human behaviour in terms of the interplay of three ego states, namely, parent, adult and child. These are not concepts like Supergo, Ego and Id. These are realities. 'The state is produced by the playback of recorded data of events in the past, involving real people, real times, real places, real decisions, and real feelings' (Harris 1970). An ego state is defined as 'A consistent pattern of feeling and experience directly related to corresponding consistent pattern of behaviour' (Berne 1964). These states exist in all the people, all the time. It is the manifestation of different states, which we observe on different occasions . The three ego states are:

'The parent ego state contains the attitudes and behaviour incorporated from external sources primarily parents. Outwardly, it often is expressed toward in prejudicial, critical and nurturing behaviour. Inwardly, it is expressed as old parental messages which continue to influence the inner child' (James and Jongeward, 1971). Parent state also asserts value judgement, classifies behaviour into good or bad, acceptable or unacceptable, etc.

'The Adult ego state is not related to a person's age. It is oriented to current reality and the objective gathering of information. It is organized, adaptable, intelligent and functions by testing reality, estimating probabilities and computing dispassionately' (James and Jonge-ward, 1971).

'The child ego state contains all the impules that come naturally to infant. It also contains the recordings of the child's early experiences, responses and the 'positions' taken about self and others. It is experienced as old (archaic) behaviour from childhood' (James and Jongeward, 1971). It is full of emotions and feelings.

The further division of ego states is done on the basis of different types of functions they perform. For example, the warm, supportive nurturing role played by the adults develops positive attitude and constitutes Nurturing Parent (NP) ego state. On the other hand critical, hostile, overprotective attitude of adults gives rise to Critical Parent (CP) ego state. The child ego state is divided into three parts Natural Child(NC), Little Professor (LP) and Adapted Child (AC). Natural child is open, sensual, spontaneous and direct. The little professor is scheming, intuitive and inventive Finally, helplessness, fear, rebellion, pleasure are the characteristics of adapted child. The different ego states are pictorially represented in Fig. 1.

Fig. 1

Whenever transaction takes place between two persons, the ego states play an important role in that transaction (Fig. 2). These ego states can be recognised by physical and verbal clues. These clues help us to characterise the transaction and recognise the purpose of the same. The important clues of each ego state may be summarised as follows:

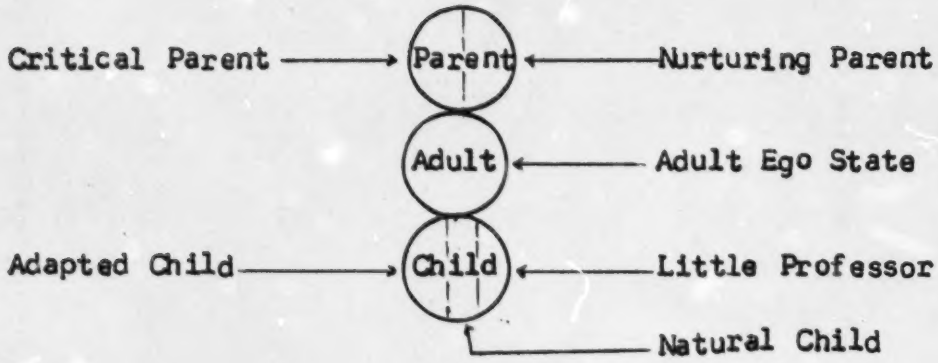


Fig. 1. Diagrammatic representation of various Ego. States.

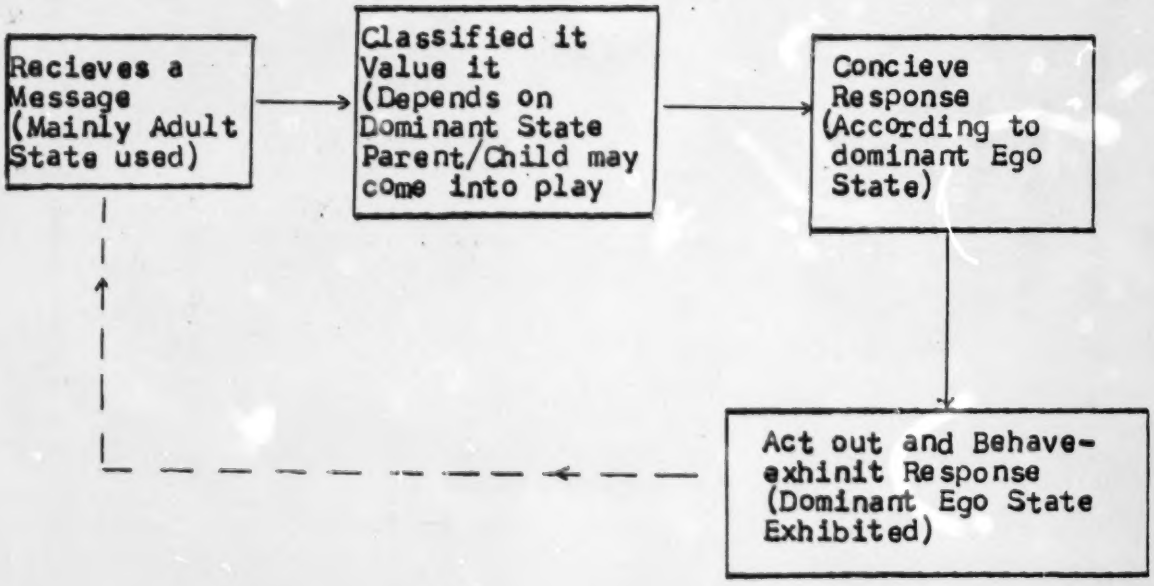

Recieves a Message (Mainly Adult State used)
Classified it Value it (Depends on Dominant State Parent/Child may come into play
Concieve Response (According to dominant Ego State)
Act out and Behave-exhinit Response (Dominant Ego State Exhibited)

Fig. 2. The Process of Behaving-Interplay of Ego States.

Parent ego State:

Physical clues : Pointing index finger, critical look, arms folded across chest, furrowed brow, sighing, patting on the head. Apart from these, there may be other related to one's parents' particular behaviour. These also vary from one culture to another.

Verbal: 'Remember, How many times I have told you?' 'If I were you, I am going to stop this,' always 'do this/that,' Never do this/that etc. Many evaluative words, both critical or appreciative such as good, nonsense, stupid, lazy, absurd, nice, not again. The words 'should' and 'ought' are frequently indicative of the parent ego state.

Adult Ego State:

Physical clues: Adult is curious, interested in knowing the details, and continual movement - of the face, the eye, the body - with an eye blink every three to five second are indicative of the adult ego state.

Verbal clues: The basic vocabulary of adult ego state consists of why, what, where, when, who and how. Many more words which indicate the data processing such as how much, I think, it is my opinion, probable, in what way, let us find out, are indicative of adult ego state.

Child ego State

Physical clues: The child's earliest responses being non-verbal, most of the indicators of this ego state are also non verbal. For example, tears, temper tantrums, rolling eyes, shrugging shoulders, downcast eyes, delight, laughter, nail biting, hand-raising for

permission to speak, quivering lips are indications of child ego state.

Verbal clues: I want, I wish, I guess, I do not care, when I grow bigger/stronger, I do not know, are common clues to child ego state. In order to overcome the feeling I am not OK, the statements like, my things/style are better are also indicative of child ego state. It may be indicated here that although the child is interested in knowing what, how, who when etc. these are not the indicators of child ego state but that of adult operating in the little child.

In the social intercourse, one may easily appreciate that a transaction takes place between two ego states of two persons. It may be between child-parent, parent-parent. Adult-child etc. When the transaction vectors are parallel lines, the transaction is complementary and can go indefinitely. Fig.3 shows some of the possibilities of complementary transactions. These transactions are trouble free and create no problem to either partner. The other kind of transaction which creates trouble is the crossed transaction and can be identified by crossing of the vectors. In this case communication cannot last long and stops abruptly. Fig.4 shows some of the situations of crossed transactions.

Apart from complementary and crossed transactions, there is one more type of transaction known as ulterior transaction. This transaction involves generally four ego states; two at the overt level and two at the covert level. In this type of transaction, the real purpose of transactors is different from what it looks at the overt social level. A typical example of ulterior transaction is a dialogue between a man and woman for flirtation making use of double-entendre. Diagramatically this can be depicted as in Fig.5 . Here at overt level. the communication is between two adult ego states, whereas at covert level the transaction is between child ego states about sex play. For a more detailed treatment of transactions, one may refer to Harris (1970).

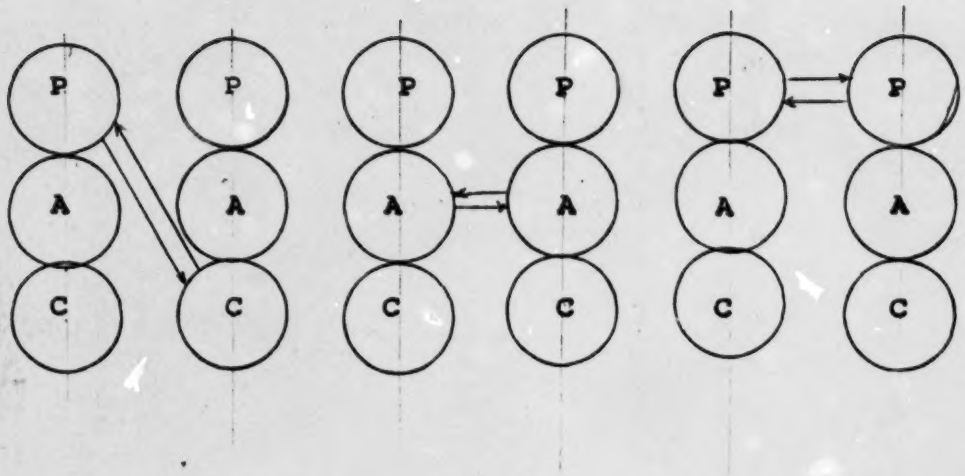


Fig. 3. Complimentary Transactions

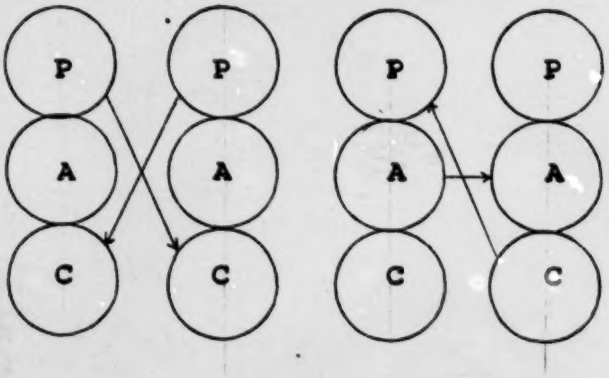


Fig. 4. Crossed Transactions

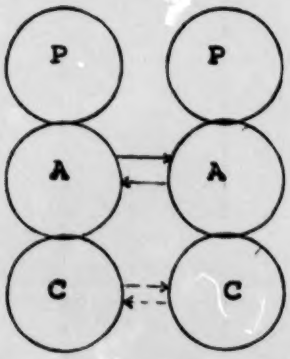


Fig. 5. Ulterior Transactions.

TEACHER CLASSROOM BEHAVIOUR

In the context of the schools, particularly at the elementary and the secondary grades the teachers have an overall responsibility for the all round development of the children. In the process of learning the teachers not only facilitates the intellectual development but also the emotional and social developments. Considering the issue from a different angle, as and when the childern mature, he/she must possess certain ego state traits which are important to the way he/she leads a life. The teacher behaviour in the classroom certainly influences this future situation. Teachers exhibition of ego states has a corresponding effect on the ego state development of the children. In case a teacher, for example, persistently puts a student in the adapted child state in the class, the student when he/she grows up is likely to have an adapted child fixture. Hence, not only the usage of certain ego states of teachers are useful for classroom learning but it can also have a more permanent effect on the child is so far as the child's behaviour is concerned when he grows up.

The 'Schooling' has, certain other specific objectives like, identifying, collecting, and classifying information, thinking critically, thinking creatively, appreciating work of art, literature, etc. Each and every such objective can be examined in the light of T.A. The process of achievement of objectives will need activation and use of one particular ego state of the student. For example, identification, collection and classification of information can be best achieved through the use of adult ego state. When a student is using his/her 'adult' to achieve the objective mentioned above, the teacher behaviour should be conducive, and the ego state the teacher chooses to use should be complimentary. In achieving the above objective, a student may need two types of help - more details regarding source of information and classification systems, and encouragement or strokes from time to time. In other words students' adult ego state will need an adult ego state of the teacher possibly supplemented by a nurturing parent. In the following table, with reference to a set of objectives appropriate student ego state and complimentary ego state of teachers are given.

Table 1. Educational Objectives, Student Ego States and Teacher Ego States.

Objectives	Appropriate Ego State of Student	Complimentary Ego State of the Teacher
1. Identifies, collects and classifies information pertaining to particular issue or problem	Adult	Adult
2. Thinks analytical	Adult	Adult
3. Thinks creatively	Natural Child	Natural Child / Nurturing Parent
4. Solves Problems	Adult	Adult
5. Draws conclusion	Adult	Adult
6. Appreciates others work (Literature, fine arts, sports, scientific creations, etc.).	Natural Child	NC/Adult
7. Expressing feelings - joy, sorrow etc.	Natural Child	Adult NP-Sorrow / NP-Joy
8. Decision making in social situation	Adult	
9. Develop inquisitiveness	Little Professor	Adult (NP)

The objectives given above are in no way comprehensive. More objectives can be identified, appropriate ego states can be selected. As a general trend one can see that the ego states needed by the teachers to facilitate students achieving objectives are primarily Adult, supported by Nurturing Parent and the Natural Child. Critical Parent and Adapted Child does not seem to find a place in the scheme of education of students. Now let us examine a few cases of transactions taking place in school situation and analyse them.

Case 1 The teacher is teaching formation of day and night.

Child: Why do we see a longer shadow in the morning and a shorter one in the noon?

Teacher: We are discussing formation of day and night. concentrate on this, otherwise you will not understand this. Don't think all wild things.

Case 2 The teacher is taking the children to the school garden to show various types of plants.

Teacher: We are going to the school garden to see various types of plants.

Child: Can we also see various types of soil there?

Teacher: No, you should see what you are told to see.

Case 3 In a geography class, while hanging the map.

Teacher: Where is India?

Student (Immediately) In the Naya Paisa (Indian Coin)

Teacher: Stupid, making fun !

Case 4 In a mathematics class, a teacher was working out a sum of the chalk board. She seemed to hear Kakali talking. Turned towards Kakali and said angrily.
'Stand up'
'Why?' Kakali asked
"Stand up, I say", teacher shouted.
"No, I won't " Kakali insisted
'You, get out of my class' teacher shouted again.
"No, I won't - why should I?" Kakali asked again
Teacher left the class and complained to the Principal about Kakali's behaviour. As Kakali reported and Principal confirmed from others - two other girls at

her back were actually clarifying something pertaining to the sum, the teacher was working out. Kakali was fully attentive to the teacher's work and so she stuck to her position. All the same, Kakali was advised by the Principal to apologise before the teacher for not obeying her.

Case 5 The teacher is discussing rise and setting of moon.

Teacher: Does the shape of moon remains same every day?

Child 1: No, it changes.

Child 2: Some times it is big, some times it is small.

Teacher: Does the moon rise in the east every day?

Child 1: No, in the evening we see it sometimes in the east and otherdays in the west.

Child 2: It means it rises in the east and west both.

Teacher: You are right. Some evenings we see it in the east and some other evenings in the west. But, does it move from west to east any day? Have, you noticed this?

Child 1: We have not observed this.

Teacher: OK. Today, in the evening try to observe, whether the moon moves towards west or (moves towards) east. From this we will conclude whether it rises in the west also.

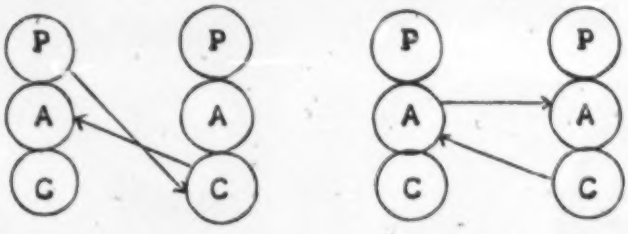
These are five scenes from classroom. Many similar scenes take place every day in the classrooms. In the scene 1 and 2 the teacher is more concerned about the strict following of the instructions and does not allow any digression. This may be useful in some way according to the teacher but tends to kill the curiosity of the child. The 'little professor' of the student is curbed and adaptive child is brought into the picture.

In the scene 3, the teacher could not digest the divergent thinking of the child as it created the humour. In the scene 4, the teacher did not use his 'adult' to find out who is talking and about what. However, in the scene 5, the teacher is appreciative of the partly right answer (sometimes in the evening, moon is seen in the east and sometimes in the West) but wanted to lead to the correct answer based on observation. Appreciation comes from the nurturing parent and remaining part is the use of the adult ego state.

In most of the cases cited above the critical parent is overplayed. The use of these ego states can be seen in operation when teacher comments on students in private through statements like 'Oh, they are monkeys, just eat your head'. The effect of such kind of transactions and interplay of the critical parent ego state of the teacher in response to the natural child or the adult of the students creates a reactive rather retroactive climate in the classroom. Also most transactions gets crossed reducing the student participation and useful classroom interaction. Use of proper complimentary ego states by the teacher can lead to a proactive and creative learning environment in the classroom. This is besides achieving the cognitive and non-congnitive objectives set forth for the teaching session.

The transaction vectors of the cases cited above and an alternative productive transaction vector for each are given below-

CASE I



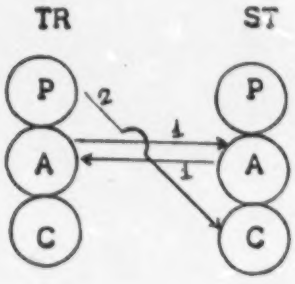
Actual Transaction

Alternative Transaction

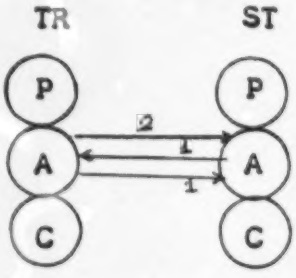
1. St. Why do we see a longer shadow in the morning and a shorter one in the noon?
(A←—LP)

Tr. We can understand that provided we know formation of day and night. Let us first examine the formation of day and night and then discuss the size of the shadow.
(A——→A)

CASE II



Actual transaction



Alternative transaction

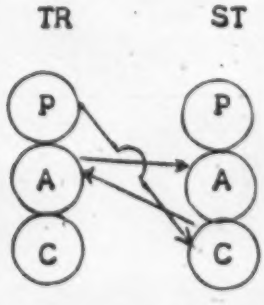
1. Tr. We are going to the school garden to see various plants. (A⟶A)

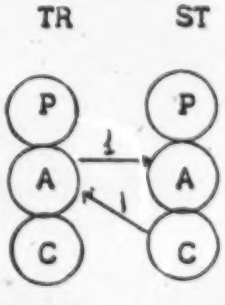
   St. Can we also see various types of soil? (A⟵A)

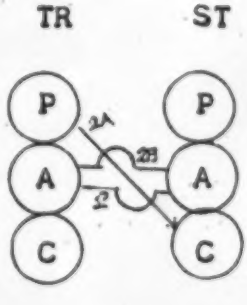
   (A⟵LP)

2. Tr. You are likely to find only one type of soil. If you wish you can check up and let me know your finding. (A⟶A)

CASE III







Actual transaction

Alternative transaction

1. Tr. Where is India? (A⟶A)

   St. In the Naya Paysa(NC) (A⟵NC)

2 Tr. It is an intelligent answer (2A)

(NP⟶C)

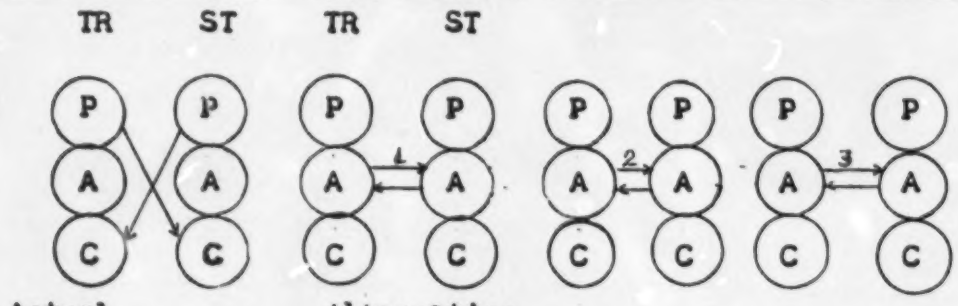
But where is it in this map? (2B)

(A⟶A)

St. It is here sir, Points to the map

(A⟵A)

CASE IV



Actual Transaction

Alternative Transaction

1. Tr. Kakali, are you talking? (A⟶A)

   St. No Madam, It's Shila's voice. (A⟵A)

2. Tr. Shila, what are you talking about? (A⟶A)

   St. Previous step in the sum. I Can't follow it. (A⟵A)

3. Tr. I'll explain it again. If you don't understand ask me again. (A⟶A)

   St. Thank you madam.

In the alternative situations one can see the use of the adult and the nurturing parent. The effect is the continuation of the transactions providing encouragement to the student, specifically, the little professor, the natural child and the adult of the student. It also avoids activating the adaptive child ego state of the student. Finally, such a transaction would create a proactive climate for learning leading to a 'win - win' situation or 'I'm OK-you're OK' situation.

But the question comes, "do the teachers have a preference for use of critical parents and or adapted child ego states?" A resonable guess in 'not necessarily'. These ego states give a short cut to the management of the situation for the time being. Teachers

operate in the classroom primarily on the 'here and now' basis. So their immediate concern is to solve the problem temporarily. And possibly the issue of long term impact is escaping their attention. But a more important question is 'are teachers aware of what techniques they are using, for what purpose, to what effect, and what are the other possible alternatives?' Though they may feel that the demonstrated behaviours is their choice, most of them are playing the tape recorded during the early years of their life at home and school (Berne 1978). Exposure to transactional analysis can provide an opportunity to listen to the tape they are playing and decide for themselves whether or not they would like to do the things in the manner they are being done now.

IMPLICATION

Teacher education in general and the student teaching practice in particular often comes under fire for the lack of effectivity in developing desirable teacher behaviour leading to classroom teaching and effective teaching. Several innovations have been tried to overcome this shortcoming. As mentioned earlier some of them are, microteaching, skill-based training, competency-based training, performance-based training, and so on. Most of these innovations have been able to contribute to some extent or other. Transactional analysis, however, as an innovation can provide a more scientific basis. All these strategies are in a way strategies of behaviour modification. The modification of human behaviour is one of the difficult tasks one can embark upon. Behaviours originate from a much deeper level of the psyche. A strategy that looks for bringing longterm changes in the human beings must be able to go deep into the origin of the behaviour. Then through a data feed-back system it should be possible to help the individual make his/her own decision to design changes that would fit into the broader framework of the personality. Transactional analysis s an approach to go deep into the genesis of a particular behaviour style and help individuals to change themselves to adopt a more healthy approach.

Transactional analysis could form a part of the teacher education curriculum, particularly, the education course on psychology. Alternately this could form the orientation to student teaching programme. Instead of replacing microteaching which is being used by many institutes as preparation for practice teaching, the training or orientation course on transactional analysis can precede microteaching programme. For the inservice teachers short term courses can be organised. In fact, the Technical Teachers' Training Institute, Bhopal has done pioneering efforts in this direction. Research efforts are also needed to examine how far transactional analysis can be useful as a training strategy for the teachers in developing the desirable teacher classroom behaviour.

(Reference on page 17)

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